

**DIGITAL LITERACY: AN INVESTIGATION OF ENGLISH TEACHER
AT SMPN 2 TAYU, PATI IN 2018/2019 ACADEMIC YEAR**



**Submitted as Partial Fulfillment of the Requirement For Getting Bachelor Degree of
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Abstrak

Studi ini berfokus pada perspektif literasi digital seorang guru bahasa Inggris. Tujuan dari penelitian ini adalah untuk menggambarkan persepsi guru tentang literasi digital. Dalam penelitian ini, peneliti menyelidiki bagaimana literasi digital menurut pandangan guru di SMPN 2 Tayu, Pati. Jenis penelitian ini adalah deskriptif kualitatif. Proses pengajaran dan pembelajaran dan aktivitas digital lainnya yang menggunakan pengalaman literasi digital. Objek penelitian ini adalah persepsi guru di SMPN 2 Tayu. Pengumpulan data adalah wawancara. Peneliti menggunakan wawancara untuk mendapatkan data dari guru karena peneliti ingin mengetahui guru dan wawancara adalah teknik yang tepat untuk mengumpulkan data.

Kata Kunci: Literasi digital, Literasi digital dalam Pendidikan Bahasa Inggris, Pentingnya literasi digital.

Abstract

This study discusses the digital literacy of an English teacher, specially the teacher's perspective the digital literacy. In this research, the researcher investigates how digital literacy is perceived by the teacher at SMPN 2 Tayu, Pati. This type of research is descriptive qualitative. The subject if this study an the teacher who has digital literacy experiences in the classroom teaching and learning process and other activities that use digital. The object of this research is the perception of the teacher at SMPN 2 Tayu. Data collection is interview. The researcher used interview to get data from the teacher because the researcher wants to know the perception by the teacher and interview is the right technique for collecting data.

Keyword: Digital literacy, Digital literacy of English education , the importance of digital literacy.

1. INTRODUCTION

Literacy is an ability possessed by a person in understanding information when doing the reading and writing process and use potential and skills. The meaning of literacy is not just the ability to read and write but also adds knowledge, skills and abilities that can make a person have the ability to think critically, able to develop the potential and participate actively in the life of society (Alberta:2009).

Cordon (2003) revealing the imagination of others scientists to roam the world and science broadly based on meaningful references. Irene and Gay (2001) to say

the quality literacy values are reflected from when students successfully apply what they have learned and put into their own writing.

Digital literacy is the ability to create information using a variety of digital technologies. Due to digital use, to change digital media, to easily adapt into new forms. Digital literacy includes hardware, software, internet and mobile phones. David & Shaw (2011), literacy digital is the ability to connect with hypertextual information in the sense of computer assisted unordered reading.

Important things teachers need to know about the importance of digital literacy that to update the quality of learning, help students develop participation, adjust learning personalization, empower innovation in learning. There is another approach to digital literacy as explained by Jones and Hafner (2012) which states in general digital literacy also relates to how one uses media (such as the internet) for its needs. The teachers knowing about digital literacy because remembering data and information will continue to grow without control. If each individual does not equip himself with digital literacy, it will be increasingly difficult to find information that is truly valuable. Digital literacy is an ability to create and share in different modes and forms, to make, collaborate and communicate more effectively and to understand how and when to use good digital technology to support the process (Hague, 2010:2).

In practice teachers must facilitate digital literacy learning to support the achievement of science and technology. Internet-based learning is expected to improve technological development. In other words, adults become intermediaries for children and the world around them. Literacy ability (digital literacy) is needed because with strong literacy skills students have the main tools to see and interpret information related to the subject matter and even things in his life. The ability to learn through instruction and intermediaries is a hallmark of human telegraphy (Adam, 2014 : 225).

2. METHOD

According to Cresswell, J. (1998: 24) explains that qualitative research methods are design categories or research models that are excluded as a whole, all of which

produce verbal, visual, tactile, olfactory and licensing data in the form of narrative descriptions such as recording, documentation and transcription. from audio and videotape and other recordings and pictures or films. The process and subject perspectives are highlighted in qualitative research, research in accordance with the facts, providing research summaries and as a discussion of research results. Find out about digital literacy and problems if any of the data are then categorized or divided into themes. After the themes have been set then applied to the remaining data because the theme procedure is adjusted and refined.

The aim is to forgive the findings by ensuring that teachers about digital literacy and problems if there are and themes come from the data again. Qualitative analysis in this study begins by recording all experiences about digital literacy and problems if there are data derived from them, collecting detailed and descriptive information about them. Then the problem factors that are available with the patterns that underlie them are carried out. After the theme is set, the analysis is repeated many times to find the theme that has been found. This research will discuss about the opinions of teachers about digital literacy

3. FINDING AND DISCUSSION

In chapter IV, the research reveals the focus of the research taken, namely the description of the importance of digital literacy in teacher at SMPN 2 Tayu. Where this study uses qualitative methods. Qualitative methods are called naturalistic research method because their research is carried out natural conditions.

3.1 Findings

3.1.1 Digital literacy is inevitable for teach

Researchers conducted interview techniques to obtain data from teachers regarding the importance of literacy. The resource person stated that:

“The experience of digital literacy was when I transferred D3 to S1 in 2007, at that time I sometimes used a computer while working on assignments but I still asked for friends to type in college assignments.”

The teacher has experience while still transferring D3 to S1. The teacher acknowledged many tasks that had to be completed by using digits and feeling difficult because they did not master the digital. Send help to other people to help complete their college assignments so that they are quickly completed because the teacher feels that when working on the task itself he must feel confused.

“After that I never used the computer again only when I made an annual / semester program and it was helped by my friend who was young and controlled the computer.”

The teacher states that with no digital mastery, the teacher always asks for help from other people in making their assignments and feels that they are unable to run on their own.

“For the following year, I often ask friends for help in typing all administration, I only give a concept that will be made.”

When there is an assignment in school, the teacher is also still asking for help from others to complete it and only give a concept so that the person knows what to do in making administrative tasks. The teacher always asks for help from others because the teacher feels that he has not mastered digital.

“Because if I type myself it takes a long time so I choose to be more practical and finish faster.”

The teacher feels that if you do it yourself, it will definitely last longer because it is very rare to use digital before in carrying out daily activities or tasks. That is the main reason for the teacher to ask for help from others in completing tasks at the school office or on other assignments.

“Just a few days not holding a computer and forgetting to be back now, if I have a school assignment, I would ask for help from a friend who has mastered the computer.”

The teacher felt that when he once held the computer, he would forget again because there was no mastery of the previous digital operation. The teacher will continue to ask for help from others in completing his tasks.

3.1.2 Digital literacy help the teacher to teach better

Researchers conducted interview techniques to obtain data from teachers regarding the importance of literacy. The resource person stated that:

“In 2010, I practiced using computers, which was when I submitted a folio corto as a condition for applying for certification.”

The teacher stated that he had practiced using a computer when there was a folio corto submission activity as a condition for applying for certification. The teacher feels the importance of digital mastery in every task carried out.

“Want to learn digital but because the situation and time are not possible.”

The teacher stated that when he wanted to run the computer and wanted to master it, there was something that made the teacher unable because of the time and situation that made the teacher not have time to study it again.

“I used to visit people at home to teach me and that was only for 2 weeks just because I wanted to learn about computers and want to master them.”

The teacher stated that he had brought someone else to teach him the computer because he wanted to master the computer and mastering the computer was considered important by the teacher in carrying out the tasks.

3.1.3 Learning digital literacy relatively less time

Researchers make interview techniques to obtain data from teachers about circumstances that inhibit digital mastery. The resource person stated that:

“Besides that, because of the situation of work at home, that is besides being a teacher, housewives who have to take care of the household and have a side job, namely sewing.”

The teacher stated that the hindering conditions in digital mastery one of them was to become a housewife when at home and to have a side job.

“Want to learn digital but because the situation and time are not possible.”

The teacher states that there is a desire to learn digital and wants to master it because of the factors that influence the situation and the lack of time to learn or use digital as a daily activity.

“Because my side job is sewing, I don't have the chance to hold the computer again.”

The teacher mentioned because there is a side job that is sewing. That is what makes the teacher no time to study computers.

“Because of my busy time, my free time to rest did not have time to deepen my computer.”

The teacher stated that the busyness made no free time in carrying out computer control. The teacher considers that the time for his work is not for digital practice.

“If at school there is also no loose time to practice computers because I have to work on student breaks during the break time because I happened to be given the task of accompanying the children in the student's cooperative.”

The teacher stated that even though the school did not have free time to choreograph computers or practice mastering computers because of the

activities of the break hours were in the student's cooperative to accompany the children.

4. CONCLUSION

This research is to answer the importance of digital literacy and the factors that cause the lack of digital literacy. Based on the results of this study, the following conclusions can be drawn:

Method is a way to do something inside get a science. But to get that a learning approach is needed in order to solve it problems in the system. It can be concluded from the teacher's experience statement that there are many experiences faced by the teacher. Among them are the semester or annual assignments that require teachers to complete using digital, namely computers.

In this study, researchers managed to find one result from the results Interviews show that there are obstacles that affect digital teacher literacy skills, namely one of the teachers at Tayu SMP 2 who uses the internet in his work, collects scholarship information and other people who suit their needs. These factors affect time, affect the time to dig digital. There are problems that are considered not easy to learn digitally. The second factor is the busyness that makes the teacher very difficult to learn digitally.

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